

AMENDMENTS TO THE DRAWINGS

The attached sheet of drawings is a complete set of drawings to replace all prior drawings. Figure 1 has been amended to include legends. An annotated copy of Figure 1 is included to identify the changes.

Attachments: Replacement Sheet(s)

Annotated Sheet Showing Changes

REMARKS

The withdrawal of all prior rejections and objections is appreciated.

The independent claims have been amended to make clear that the memory devices are at least logically separate devices. Further, figure 1 has been amended to include legends that clearly identify the memory devices. The specification supports the amendment to claim 1 and to figure 1 at page 6, line 23 to page 7, line 24, for example.

The rejection of claims 1 to 4, 9, 10, 15, 16 and 18 to 22 as being obvious over Siefert (US Patent 6,334,779) is traversed.

The invention disclosed in this application relates to a skill competence development tool that comprises at least three main processes: (i) validation and mapping existing student competence; (ii) educational processes and subject matter for educational studies tailored for the student; and (iii) certification of the student of fulfillment of requirements for the studies. Siefert does not disclose two (i.e., i and iii) of the claimed processes. Further, Siefert does not disclose a competence development process which is the subject of the claims of this application. Further, Siefert does not disclose the use of different memory devices for different uses in a control system that make content development and revision more efficient as is recited in the rejected claims.

Siefert discloses a computer teaching aid that provides students to attend traditional school classrooms from home. The computer teaching aid disclosed in Siefert may be characterized in the art as a Learning Management System (LMS), which is an administrative computer system located on a computer network server. Generally, LMSs

manage competence profiles of students, and provide teachers and administrators with information to track the progress of students with respect to mastering classroom lessons. The computer-assisted education program disclosed in Siefert includes repositories of school curriculum lessons that can be accessed remotely via computers.

Siefert does not disclose the different memory devices recited in the claims. Figure 1 of Siefert illustrates a network configuration of repositories that store educational computer programs that can be accessed by students using personal computers (PCs). The computer programs provide interactive instruction to the students. The computer system maintains a learning profile for each student which indicates the student's capabilities, preferred learning style and progress. Based on the profile, an Intelligent Administrator (IA) selects appropriate materials for presentation to the student during each learning session. The IA accesses whether the student has mastered the material and, if not, presents the learning material in a different manner to the student. If the student continues to not master the lesson after the IA has presented the material in different manners, the IA establishes a video conference between the student and teacher. Siefert, col. 8, ln. 60 to col. 17, ln. 27.

Siefert does not disclosed may of the elements recited in the claims including (without limitation):

1. Independent claims 1, 10 and 18 include limitations for a first, second, third and fourth memories storing course selections, study materials, individually adapted course plans and completed course plans and course

sections, respectively. Siefert does not disclose a user computer device having a first memory storing course selections, a second memory storing study materials for course sections, a third memory device storing individual adapted course plans and a fourth memory device storing completed course sections and course plans. Contrary to the Action, the repositories disclosed in Siefert are not the first, second, third or fourth memories recited in the claims. The repositories described in Siefert have “education computer programs” (Siefert, col. 2, lns. 44-45) and are “storage facilities in CLS” [continuous learning system] (Siefert, col. 5, lns. 54-55). There is no teaching in Siefert that the repositories are segmented in the manner recited by the claims, e.g., first memory for course selections, second memory with studied material, and third memory with individually adapted course plans or completed course plans and course sections.

2. Independent method claims 10 and 18 require a step of choosing course selections from the first memory devices to create a course plan adapted to the individual. Siefert does not disclose a method step in which a user accesses a “first memory device” to choose course selections to create an individual adapted course plan based on an individual competence and downloading study material affiliated with the chosen course section “from a second memory device.” Siefert’s repositories does not

constitute a method or system for selecting courses and generating a course plan with one memory device, downloading course study material from a second memory device, storing a course plan in a third memory device, and tracking completed courses in a fourth memory device.

3. Siefert does not disclose storing the individual adapted course plan in a “third memory device”, as recited in claims 1, 10 and 18.
4. Siefert does not disclose downloading studying material from a “second memory device” as required by claims 10 and 18.
5. Siefert does not disclose calculating a plan completion date for an individual adapted course plan, as required by claims 1, 10 and 18. Rather, Siefert (col. 9, lns. 45-50) tracks lesson time and “attempts a different teaching strategy” if the student lesson time is too long.
6. Siefert does not disclose storing an indication in a fourth memory device that the user has completed a course action, as required by claims 1, 10 and 18.

With respect to the dependent claims, Siefert does not disclose validating a user “before” the user takes course sections as set forth in claim 19 (Siefert refers a student to a teacher after failing a course at col. 9, lns. 45-50); Siefert does not disclose a test generator for randomized list as required by claim 20 (the Action cites Siefert at col. 9, lns. 1-10 which discloses that a junior year student has completed 12 of 60 lessons and this disclosure is unrelated to a randomized list); Siefert does not disclose generating test

questions regarding theoretical questions and test items of practical events relating to the course sections as required by claim 21 (the Action cites Siefert at col. 9, lns. 37-44 which does not relate to testing with both theoretical questions and practical events), and Siefert does not disclose test items for practical events that are presented to the user in a chronological order in accordance with the production process or station system, as required by claim 22(the Action cites Siefert at col. 9, lns. 37-44 which does not relate to chronological order of testing).

The sections of Siefert cited in the USPTO action do not disclose the above identified elements of the claims. The quotations taken from Siefert do not constitute disclosure of a system or method that is recited in the claims of this application. In particular, Siefert at col. 1, lns. 7-16, does not disclose a control system having access to four memory devices but rather seems to refer to a single computer system likely having a single memory device (claims 1, 8 and 10); Siefert at col. 2, lns. 7-10 does not disclose selection of course sections but rather shows a method for teachers to select individual tasks for a student (claims 1, 8 and 10); Siefert at col. 2, lns. 19-27 provides students access to materials but does not clearly describe study material for an entire course (claims 1, 8 and 10); Siefert at col. 2, lns. 7-10 and col. 6, lns. 48-52 describes performance assessment tasks for determining entry level knowledge but this is not a disclosure of a course plan with ideal course times for completing the courses (claims 1, 8 and 10); Siefert at col. 2, lns. 35-38 refers to a memory, e.g., CD-ROM, for storing course work but a CD-ROM with course work is not a disclosure of storage of a course plan

with completed course sections (claims 1, 8 and 10); Siefert in Figure 11 (item 170) does not disclose the cursors on a display to display different statuses of a course section for a student (claims 5 and 6); and Siefert at col. 8, lns. 20-29 disclosure of a student home page is not a disclosure of a start and stop timer for tracking student time in course work (claims 6, 7 and 12).

All claims are in good condition for allowance. If any small matter remains outstanding, the Examiner is requested to telephone applicants' attorney. Prompt reconsideration and allowance of this application is requested.

The Commissioner is hereby authorized to charge any deficiency, or credit any overpayment, in the fee(s) filed, or asserted to be filed, or which should have been filed herewith (or with any paper hereafter filed in this application by this firm) to our Account No. 14-1140.

Respectfully submitted,

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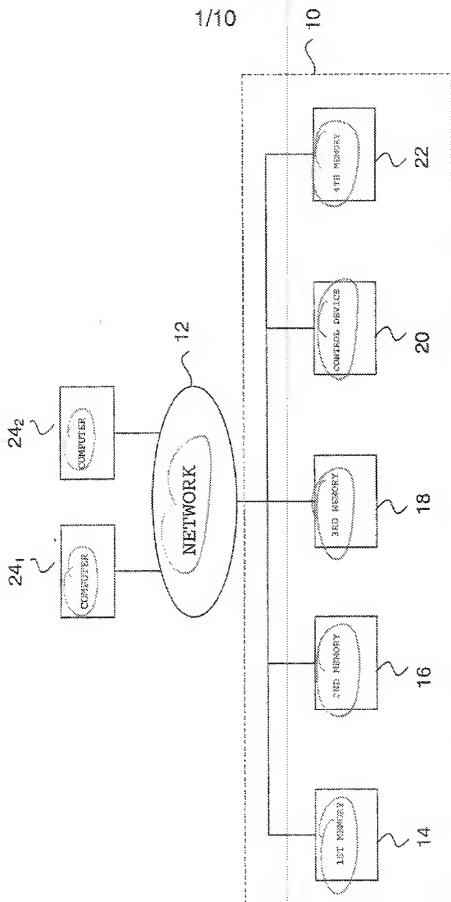


Figure 1